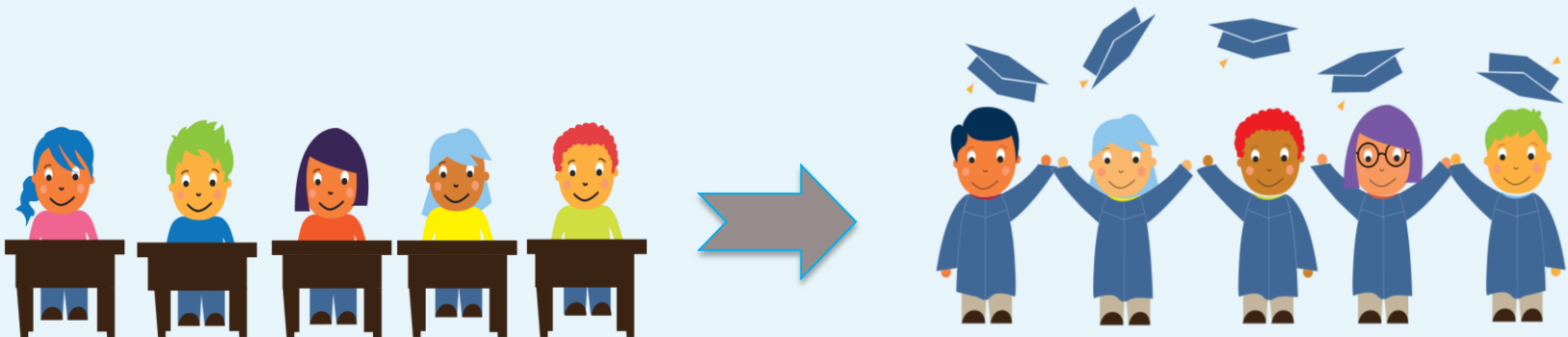


School Every Day:

What Effective Principals Do to Improve Attendance



Welcome!



Hedy Chang

Director

Attendance Works



Appreciation

Sponsors:

- California Department of Education
- Campaign for Grade-Level Reading
- Attendance Works

Funders:

- The California Endowment
- Californians Dedicated to Education Foundation
- The Re(a)d Zone



PAL AWARDS

When it comes to attendance, the principal deserves a PAL! The inaugural PAL (Principal Attendance Leader) award:

- Helps districts recognize school leaders who have effectively lead their school teams to reduce chronic absence
- Highlights and shares best practices



Agenda

I. Welcome ~ Hedy Chang

II. Principal Panel ~ Gordon Jackson

- Casey Lewis, Belshaw Elementary School,
Antioch Unified School District
- Dr. Connie Magee, Lindbergh STEM Academy,
Long Beach Unified School District
- Chris Balogh, Del Rio Continuation High School
and West Mall Alternative High School,
Atascadero Unified School District

III. Announcements



Today's Panel Moderator



Gordon Jackson

Assistant Superintendent

*Coordinated Student Support
Division,
California Department of Education*





TOM TORLAKSON
State Superintendent
of Public Instruction

**It's not that I'm so smart, it's just that I
stay with problems longer.
-Albert Einstein**

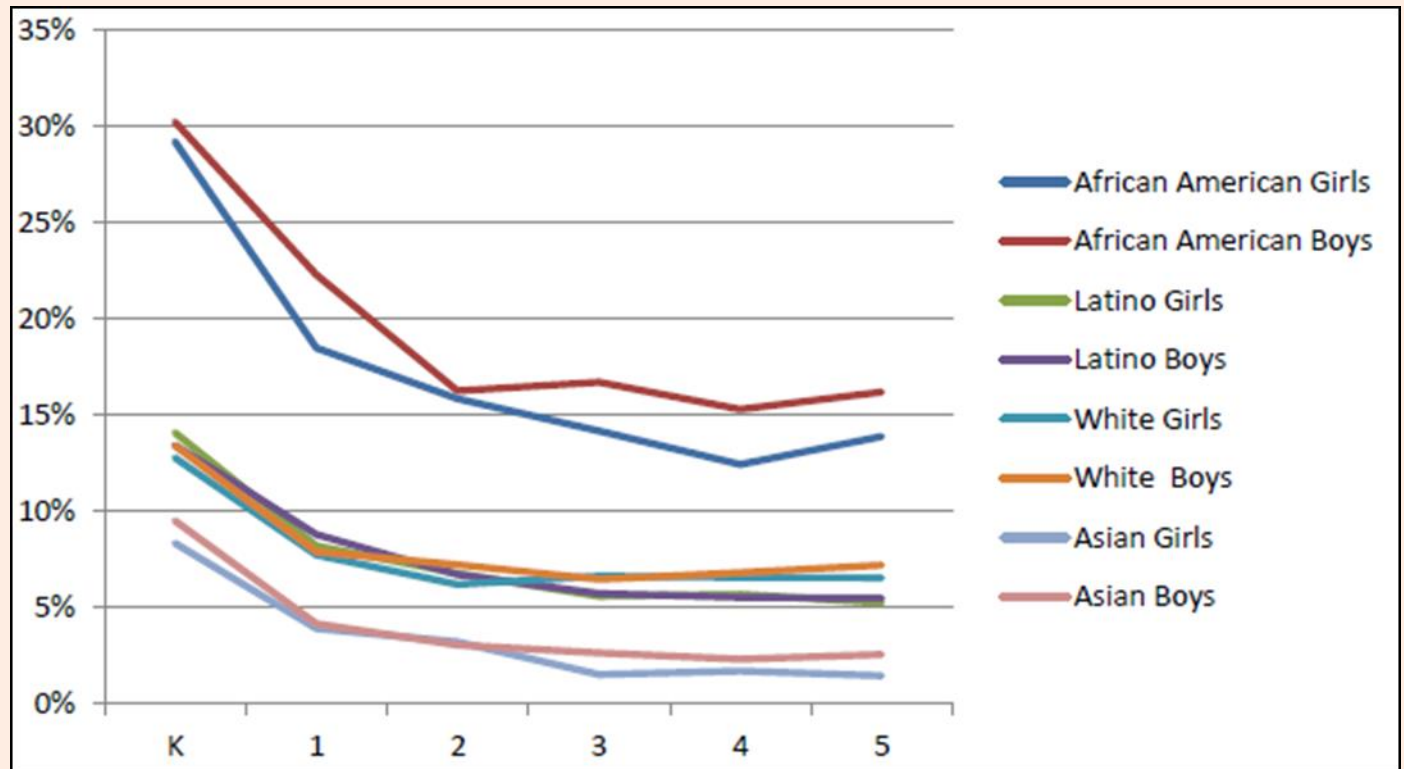
- **It is safe to say that we have an attendance problem in too many California schools.**
- **We know that students are more likely to succeed in life when they start out attending school regularly.**
- **When students are not in school they are more likely to get “schooled” about life in not the best of ways.**
- **Dropout patterns are linked with poor attendance beginning in kindergarten.**
- **School budgets are linked to attendance and schools with high absences have less money to address essential classroom needs.**



TOM TORLAKSON
State Superintendent
of Public Instruction

California Context

Chronic Absence in the Elementary Grades is a Major Barrier to Achievement



Source: Office of California Attorney General Kamala Harris.
In School + On Track 2015

An estimated
230,000 students
(K-5) were Chronically
Absent in 2014-15.



TOM TORLAKSON
State Superintendent
of Public Instruction

Benefits of Reducing Chronic Absence Starting with the Elementary Grades

- Increase funding for districts (More Average Daily Attendance)
- Chronic absence (missing 10 percent of school for any reason including excused and unexcused absence) in elementary school has often been overlooked
- Reduce negative student outcomes linked with absenteeism such as lack of proficiency in reading by third grade and eventual course failure and dropout.

Panel Discussion

- **Casey Lewis, Principal**
Belshaw Elementary School
Antioch Unified School District
- **Connie Magee, Principal**
Lindbergh STEM Academy
Long Beach Unified School District
- **Chris Balogh, Principal**
Del Rio Continuation High School and
West Mall Alternative High School
Atascadero Unified School District

Questions

- How do you create a culture of attendance at a school?
- At what point did you have access to chronic absence data and what did you learn about who is most affected?
- Team approach – Who did you pull together and what did you do to reduce chronic absence?
- How have you gone beyond the school walls and worked with community partners to reduce absenteeism?



More Questions

- Addressing behavior/discipline is key in the upper grades. How did you do this?
- What have been the results to date and how are you tracking them?
- Any final comments or advice to other principals that have not looked at chronic absence?

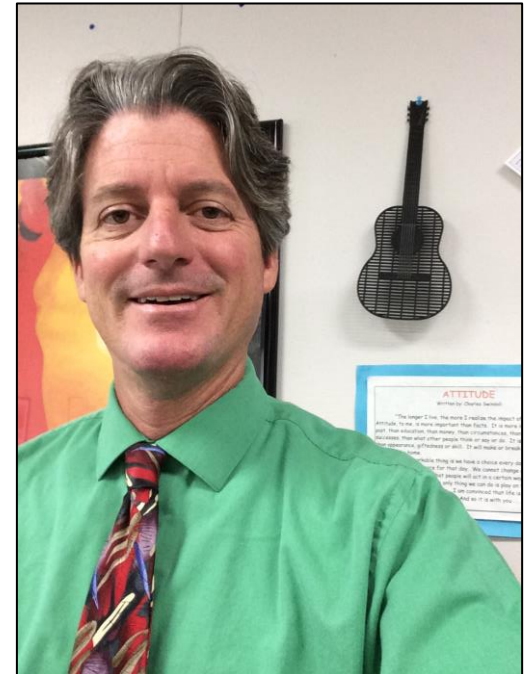
Our Special Guests



Casey Lewis



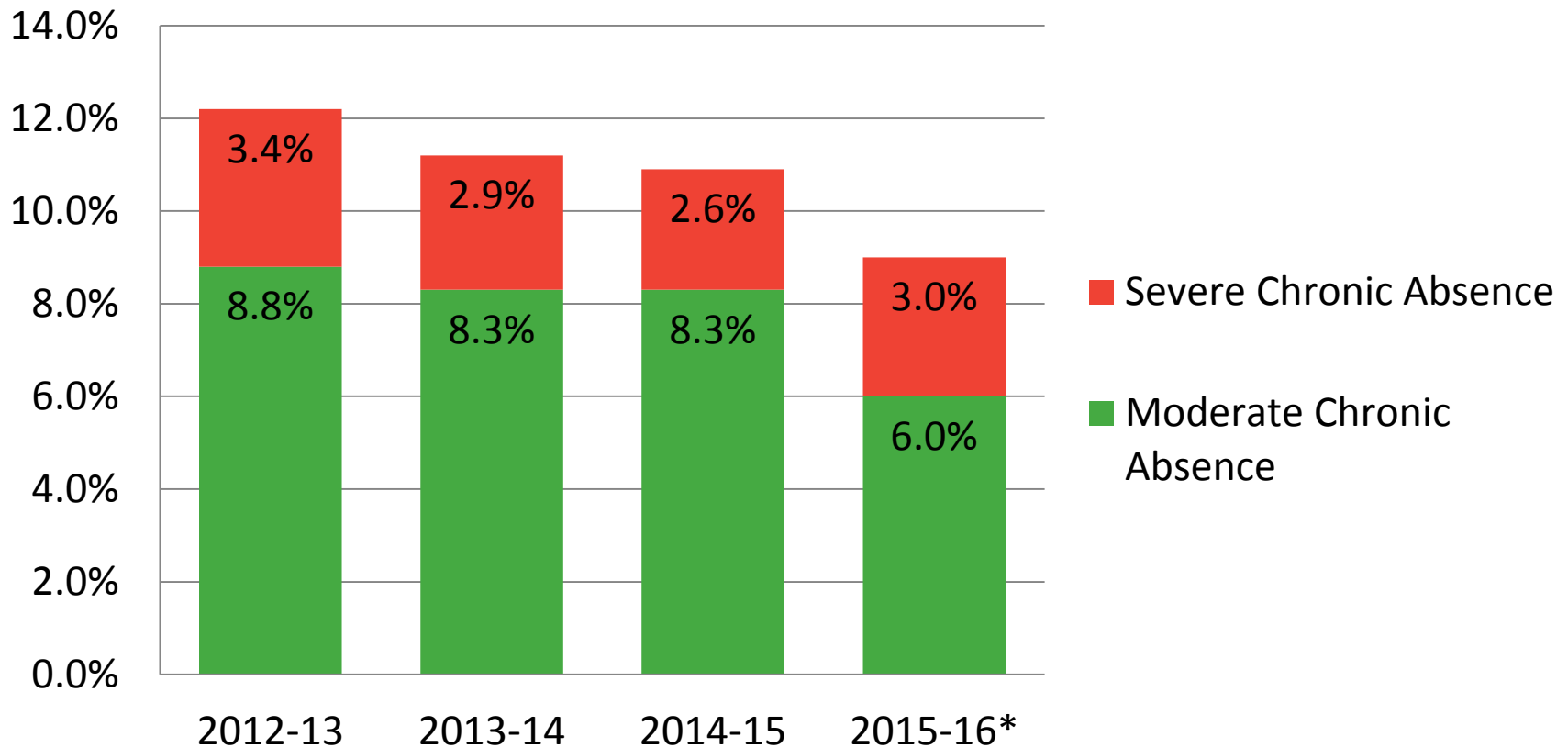
Connie Magee



Chris Balogh

Belshaw Elementary School

Chronic Absence Trend 2012-2015

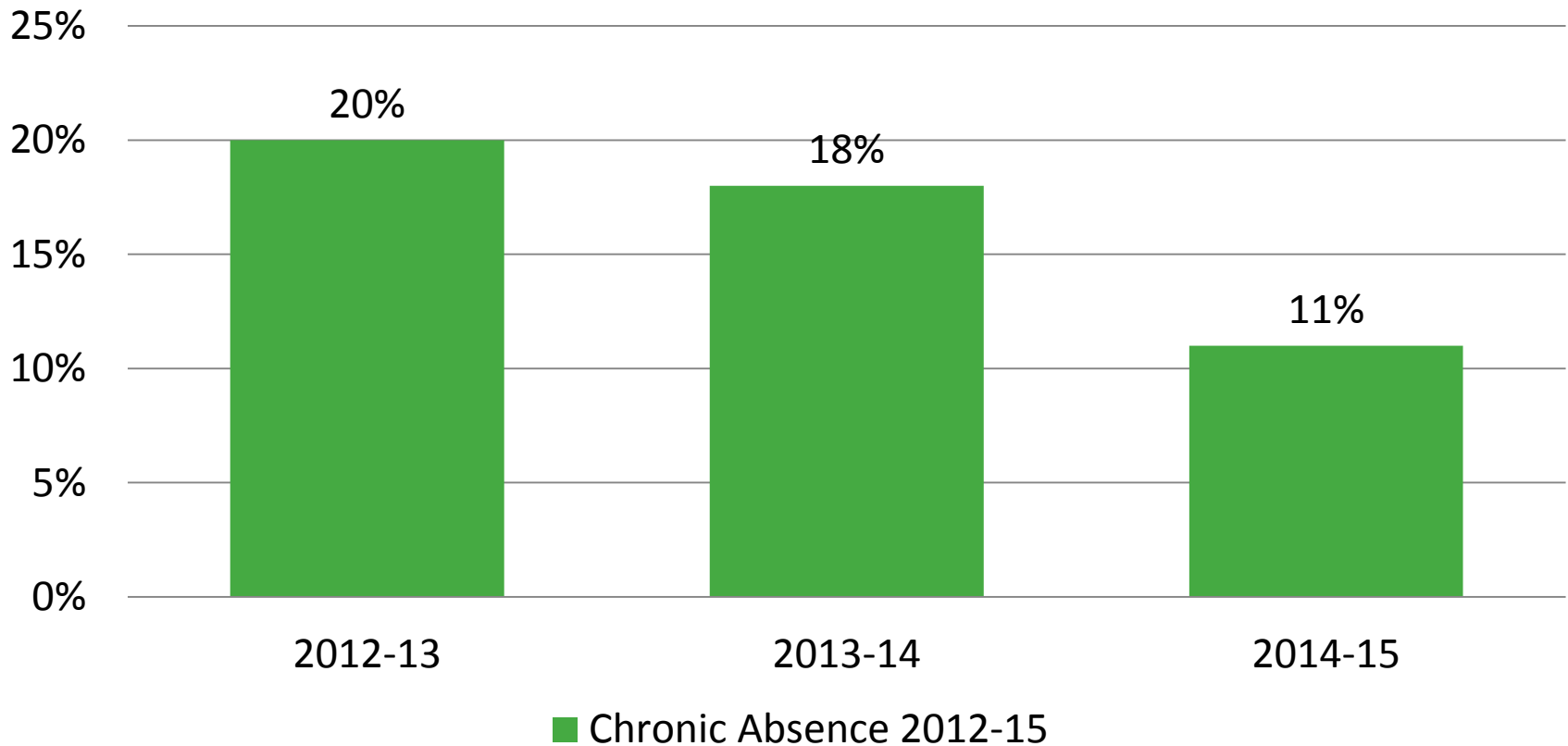


* 2015-16 as of October 30, 2015

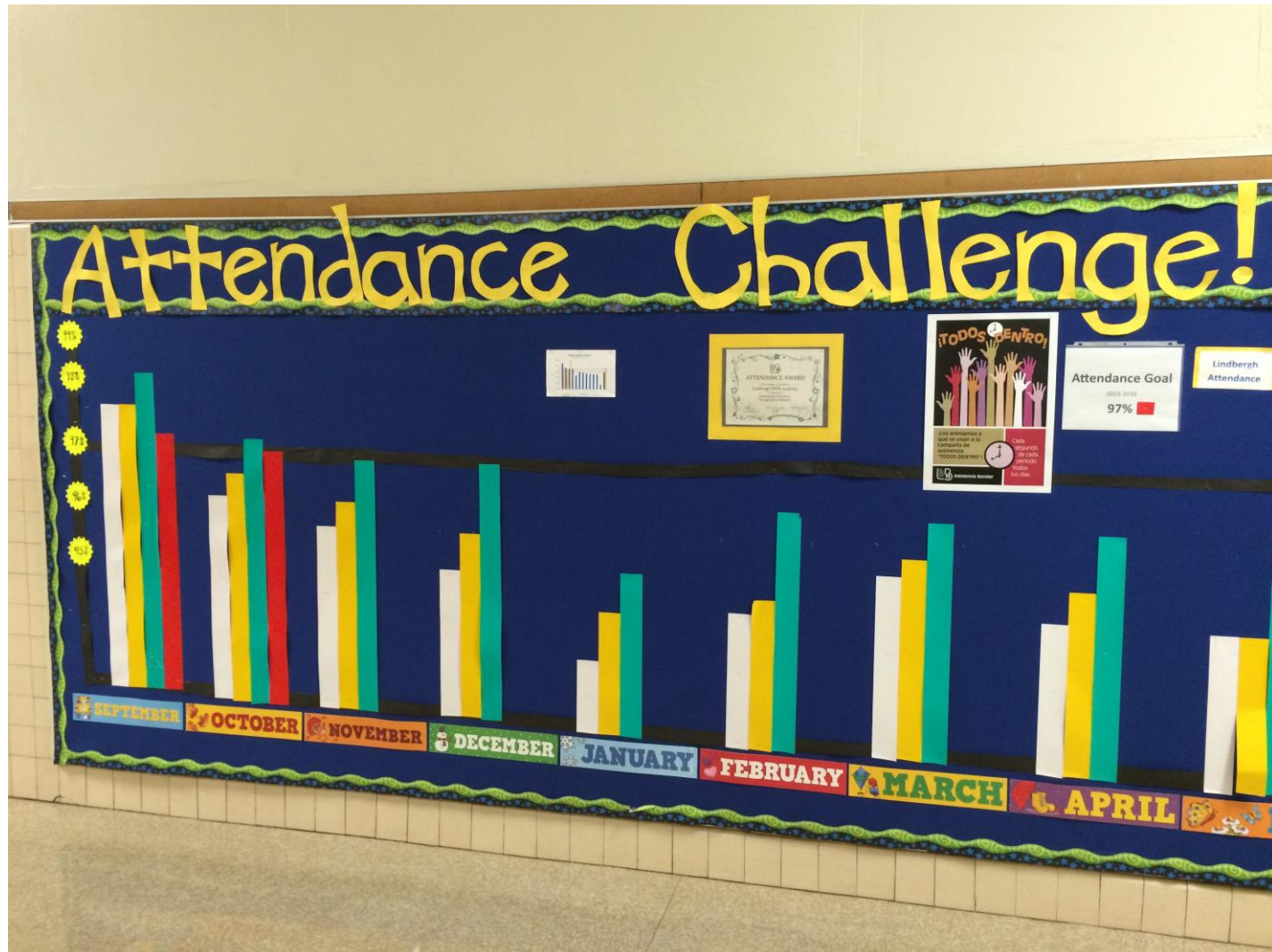


Lindberg STEM Academy

Chronic Absence 2012-15



Attendance at Lindbergh

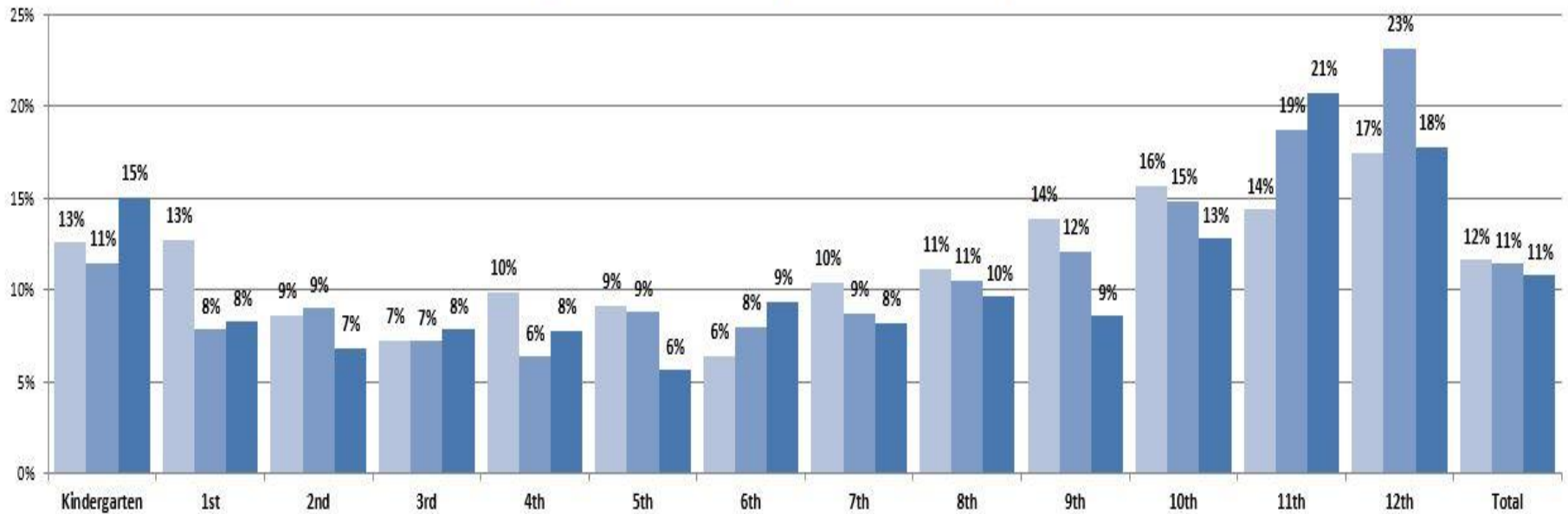


Atascadero

Atascadero Unified School District

Percentage of Students with Chronic Absence (10% or more) Over Time, by Grade Level

2012-2013 2013-2014 2014-2015



Questions?



Attendance Works

Cecelia Leong
Associate Director



Announcements & Resources



Leading Attendance in California

Attendance Works
Advancing Student Success By Reducing Chronic Absence

What Works Tools & T.A. Policy Research Best Practices Attendance Awareness Month

LEADING ATTENDANCE IN CALIFORNIA

California Funding Formula: Goal and Metrics
Model SAT/ST Recognition Program 2014-15
San Francisco Toolkit

A TOOLKIT FOR PRINCIPALS TO ADDRESS CHRONIC ABSENCE

Principals know from experience and common sense what research confirms: Showing up for class matters. Students can't benefit from investments in high-quality instruction and more engaging, rigorous curriculum unless they are in their classroom. As early as the first month of school, chronic absence (missing 10 percent of school days, an average of just two days a month) can be an early warning sign of academic trouble, whether a student is in preschool or high school.

Nationwide, an estimated one in 10 students are chronically absent. While California does not know the precise number of chronically absent students in middle and high school, a 2014 analysis by the California Attorney General's office found that an estimated 250,000 elementary students are chronically absent. The highest levels were in kindergarten.

Whether excused or not, absences add up. The resulting loss of instructional time can be substantial and, for many students, the academic consequences are decidedly negative. Children who are chronically absent in kindergarten and first grade are much less likely to read proficiently by the end of third grade and are more likely to have poor attendance in later grades. By middle and high school, chronic absence is a proven early warning sign that a student will drop out. This is especially true for those students living in poverty, who need school the most and are sometimes getting the least.

The good news is that chronic absence is a problem we can solve. Attendance improves when schools and communities work with families to monitor absences and to identify and address barriers that are keeping students from getting to class. While everyone can help students show up every day, principals are uniquely positioned to ensure their schools adopt a comprehensive, tiered approach to improving attendance that fits with their overall approach to promoting academic achievement. Such a tiered approach is easily incorporated into existing reforms that can be expanded to include specific attention to chronic absence data and support to cultivate good attendance.

California Principal Profiles

Alma Tellez
Oakfield Elementary
(Oakland)
Read more here

Suzanne S. Gasker
PLACS@Hawaii
(Honolulu)
Read more here

LEADING ATTENDANCE IN CALIFORNIA

A Toolkit for Principals To Address Chronic Absence

>> INTRODUCTION

California principals know from experience and common sense what research confirms: Showing up for class matters. Students can't benefit from investments in high quality instruction and more engaging, rigorous curriculum unless they are in their classroom. As early as the first month of school, chronic absence (missing 10% or just 2 days or more of school) can be an early warning sign of academic trouble, whether a student is in preschool, kindergarten or high school.

Nationwide, an estimated one in 10 students is chronically absent. While California does track precise numbers in middle and high school, a 2014 analysis conducted by California's Attorney General's Office found an estimated 250,000 elementary students are chronically absent, with the highest levels in kindergarten.

Whether excused or not, if absences add up, and, for many students, the academic consequences are decidedly negative. Children who are chronically absent in kindergarten and first grade are much less likely to read proficiently by the end of third grade and are more likely to have poor attendance in later grades. By middle and high school, chronic absence is a proven early warning sign that a student will drop out. This is especially true for those students living in poverty, who need school the most and are sometimes getting the least. In California, principals can make a difference when they:

- A. Cultivate A School-Wide Culture of Attendance
- B. Use Data To Determine Need for Additional Support
- C. Take a Team Approach and Develop Staff Capacity
- D. Advocate for Additional Resources and Improved Policy

As a principal, you can take these strategies and tailor them to the realities of your own school community and staff. You can find positive, effective positive, preventive approaches to improving attendance before turning to more costly punitive measures. With the right plan in place, you can improve student attendance and with it, raise academic achievement.

>> ABOUT THIS TOOLKIT

The Leading Attendance in California toolkit provides the templates, tools and messaging you need to reduce chronic absence in California schools. It also features profiles of principals who are rallying their staffs to improve attendance. This document is just a summary.

Please Go to:
<http://bit.ly/CAPrincipalsToolkit>
for the full toolkit.

>> DEFINING TERMS

Chronic Absence
Students missing so much school they are academically at risk. In California, it's defined as missing 10% or more of school in excused, or unexcused absences or due to suspensions.

Truancy
Students missing school without an excuse. In CA, it refers to a child absent 3 days without a valid excuse or late 3 times to class by more than 30 minutes without a valid excuse.

Average Daily Attendance
How many students show every day. In California, for funding purposes, it is defined as total days of student attendance divided by total days of student instruction.

<http://bit.ly/CAPrincipalsToolkit>

<http://www.attendanceworks.org/policy-advocacy/state-reports/california/california-principals-toolkit>

Leading Attendance Webinar Recording

If you missed the previous webinar and want to learn more about the *Leading Attendance in California* toolkit, you can find the recording here:

<http://www.attendanceworks.org/peer-learning-resources/>



It's Not Too Late - Nominate a Principal

When it comes to attendance, the principal deserves a PAL!
The inaugural PAL (Principal Attendance Leader) award:

- Recognizes school leaders who have effectively lead their school teams to reduce chronic absence
- Highlights best practices

Nominate a principal today!

<http://www.attendanceworks.org/tools/for-school-districts/nominate-a-principal/>



Updated Holiday Toolkit



<http://www.attendanceworks.org/tools/for-public-messaging/holiday-messaging/>

Every Student, Every Day

*A Virtual Summit Sponsored by the US
Department of Education*

November 12, 2015 ~ 11 -12:15 Pacific Time

Register Now!

<http://www.attendanceworks.org/peer-learning-resources/>



Special Thanks

To our partners in the California Attendance Peer Learning Network and to our funders:

- Californians Dedicated to Education Foundation
- The California Endowment
- Campaign for Grade-Level Reading
- The Re(a)d Zone, a Bay Area early literacy initiative of the 50 Fund, the legacy fund of the Super Bowl 50 Host Committee

Please Give Us Your Feedback

https://www.surveymonkey.com/r/PAL_CAL

Thank you for participating!

